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ABSTRACT

Effective curriculum implementation depends on how closely the teacher's beliefs, knowledge, and skills match curricular philosophy and demands. Curriculum designers should be a group of teachers who will be implementing the plan for learning. Astute administrative guidance is the key to ensuring a quality product. The administrator's role is as master planner, facilitator, and guide; administrator responsibilities include initiating and nurturing the process. Initial administrative tasks include reviewing relevant literature and gathering, selecting, organizing, and disseminating information about assumptions; philosophy; curriculum models and documents; national, state, and institutional goal statements; trends; and future projections of social, economic, and environmental conditions. The administrator facilitates individual and interactive processes such as nominal group methods, brainstorming, roundtable discussion, debate, and cooperative learning strategies to ensure a product reflecting current research and participants' expertise and beliefs. The administrator uses various interactive strategies to guide participants through the master plan design process and through development of a curriculum model, belief statements, program goals, unit and lesson plans, assessment, and revision. The administrator also facilitates and guides the processes of generating ideas and selecting, reviewing, revising, and reaching consensus. Besides producing a quality curriculum, an expertly guided process helps participants grow professionally, promotes internalization of group beliefs, and encourages the sharing of knowledge and strategies. (MLH)

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THE ADMINISTRATOR'S ROLE IN PARTICIPATORY CURRICULUM DEVELOPMENT

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ABSTRACT

The effective implementation of a curriculum is dependent upon how closely the teachers' beliefs, knowledge, and skills match its philosophy and demands. It follows that the designers of the curriculum should be a group of teachers who will be implementing the plan for learning. Astute administrative guidance is the key to ensuring a quality product.

The administrator's role is one of master planner, facilitator, and guide. The administrator is responsible for initiating and nurturing the process. Among the initial administrative tasks are reviewing the literature in the field and gathering, selecting, organizing, and disseminating information about assumptions, philosophy, curriculum models, curriculum documents, national state, and institutional goals statements, trends, and future projections of social, economic, and environmental conditions.

The administrator facilitates individual and interactive processes such as nominal group methods, brainstorming, roundtable discussion, debate, and cooperative learning strategies to ensure a product that reflects current research as well as the expertise and beliefs of the participants. The administrator uses a variety of interactive strategies to direct and guide participants through the design of a master plan and the development of a curriculum model, belief statements, program goals, objectives, unit and lesson plans, assessment, evaluation, and revision. The administrator facilitates and guides the processes of generating ideas, and selecting, reviewing, revising, and obtaining consensus.

An expertly guided process not only produces a quality curriculum, but helps participants grow professionally, promotes the internalization of group beliefs, and encourages the sharing of knowledge and strategies.

Curriculum development is a process directed toward the production of a document which will serve as a guide to make decisions about the learning experiences that will help students achieve educational goals. A useful curriculum document is one that is grounded in current research, developed primarily by the staff who will implement it, and supported by administration and other school personnel. Its formulation is influenced by community needs, community values, learner characteristics, research about learning, and projections of future conditions.

THE CURRICULUM CYCLE

A future-oriented school district has in place a cycle of curriculum events which identifies a sequence of stages from inception through revision. The various departments pass through the cycle on a staggered schedule so human and financial resources can be distributed evenly over time.

Curriculum development, implementation, evaluation, and revision form a cycle of events, which, when carried out by teaching staff as an ongoing process, serves to update and energize the teaching-learning experiences in which students participate. This process of curriculum improvement is inextricably bound with the tasks of teaching; namely, planning, instruction, and evaluation.

Effective curriculum development and improvement is continuous. One cycle of curriculum events may take from three to five years to complete. A five-year cycle might resemble the one in Figure 1.

In the sample cycle, the first year's curriculum work culminates in the formulation of program goals based on a philosophy or a statement of beliefs about factors affecting the acquisition of knowledge and skills in the content area. Belief statements relate to the characteristics of learners, the nature of learning, the content, and culture. Using the belief statements as a foundation, goals statements about the program are formed in the light of identified needs.

In Year Two of the sample cycle, objectives that will achieve program goals are selected and organized in logical units and progressions. Activities that will help students achieve the curriculum objectives are identified in Year Three.

CURRICULUM PLANNING CYCLE

Year 1:	Needs Assessment Philosophy Statement Goals Statements
Year 2:	Objectives
Year 3:	Activities and Learning Experiences Unit Plans Inservice
Year 4:	Implementation and Assessment
Year 5:	Evaluation Revision

Figure 1

Unit plans are designed and inservice training in selected areas begins. In the fourth year, implementation takes place simultaneously with assessment. In the final year of the cycle, the curriculum is evaluated and revised based on the previous year's assessment.

When the cycle is completed and revision has occurred, a year of implementation and assessment follows and the cycle of revision, implementation, assessment, and evaluation continues. Revision may involve any of the previous activities of the cycle followed by all subsequent activities.

After each year's evaluation of a particular segment of the curriculum, the cycle is re-entered at a point determined by the substance of the suggestions for revision. If objectives are determined to be sound and sufficient, but not met, revision might begin with changing or modifying the

activities clustered about those objectives not achieved. If the evaluation showed that all objectives were, in fact, met, the cycle would be re-entered at the implementation and assessment point.

The administrator is responsible for keeping the curriculum on track. Adhering to the yearly timelines of the curriculum is essential to assure progress within a department and to maintain balance among the departments in the system in their collective progress toward improvement of the whole school curriculum. The administrator or supervisor who is directing and guiding a curriculum process sets timelines within each year of work for various tasks to be completed and closely monitors progress accordingly. Oftentimes tasks that prepare for the next year's work can proceed concurrently with tasks that pertain to the current year. For example, collecting and writing objectives can be done in the year prior to that designated for formulating objectives. Foresightful planning and attention to the preparatory tasks will keep the work on schedule and prevent staff from feeling overwhelmed. The administrator, while guiding, facilitating, and monitoring the staff's work toward the current year's goals is also planning and implementing strategies for attaining the goals of the following year.

INFORMATION

As in any process, the quality of the product is dependent upon the quality of the input. One important source of input to the process of curriculum development is the current theory, research, and practice in the field. The administrator who directs the curriculum development process is ultimately responsible for searching out and reviewing the available literature. After critically examining current research, theory, and practice, the administrator selects, organizes, and disseminates pertinent information to the participants. The selected information must be an amount that staff can feasibly handle and an array that will reflect current thought, research, and practice. Meaningful arrangement and timely presentation of information maximizes its contribution to the process.

The administrator may choose to undertake the review and selection of information alone, or enlist a small group of interested staff members to assist in the process. All staff might be encouraged to participate in the information gathering phase by responding to a call to submit publications from their private professional libraries for inclusion in the review. Collaborative efforts with college or university faculties could play a useful role in this process. Staff members who are enrolled in graduate courses can contribute enormously to the curriculum work if they are urged to select course projects related to the curriculum development tasks. Such endeavors can greatly advance the curriculum development process if carefully guided and nurtured by the administrator.

Current research articles about the characteristics of learners and the nature of learning provide information that will help staff make decisions about progressions and strategies for instruction. Theoretical curriculum models appropriate to a particular discipline provide a fund of ideas from which staff members may choose, modify, or even generate a new model.

Goal statements from educational units, institutions, and agencies to which the curriculum is subject are essential pieces of information. Existing goal statements of the department, the goals of the educational system, and state national, and international goals provide direction and give impetus to curriculum planning.

Curriculum documents already in existence are valuable sources for information about the content, document format, objectives, and learning experiences.

Extremely important to any educational planning is gathering and distributing information that identifies trends and projects future conditions globally, nationally, and locally. Social, economic, and environmental projections can help staff make meaningful decisions about the skills, knowledge, behaviors, and attitudes that students will need to be successful in the future world.

Information specific to the community and the population served helps to determine educational needs. A needs assessment gathers a variety of information about the characteristics of the community, its culture, and its people that is useful in making curriculum decisions.

INDIVIDUAL AND GROUP PROCESSES

The use of individual and interactive group processes is essential to gather, generate, communicate, and share knowledge and ideas among the participants. Interactive group processes also serve to meld ideas and assimilate knowledge and beliefs, so consensus can be attained.

Aside from utilizing the vast amount of knowledge and experience that the participants bring to the project, other extremely valuable effects result from well-guided individual and group processes. First, through researching and sharing current information in the field, participants become more knowledgeable about the area of content. Secondly, the need for administrators to spend time and energy helping staff become familiar with and accept a new curriculum is eliminated because those who will be implementing the curriculum are internalizing it as it is being developed. Thirdly, because each participant owns part of the curriculum by virtue of authorship, each is motivated and qualified to help other staff become acquainted with it. Finally, the use of interactive group processes achieves a multi-perspective approach to the various aspects of curriculum development, minimizing implementation problems.

Careful attention to the selection of each individual and group process will help to assure that the project steadily progresses toward producing a quality product. Just as important is the consistent and unrelenting administrative planning, direction, and facilitation of the processes.

The participants in a curriculum development project bring to it a wealth of knowledge, skill, and ideas. They also bring individual and differing preferences for the ways in which they participate in group dynamics. The administrator, as director and facilitator of the group process, must devise ways to assure that input is obtained from each individual in each area of curriculum work. Processes selected and implemented should ensure that there is little or no chance that ideas will be repressed because of the social dynamics of the group. In the uninterrupted flow of normal group dynamics, the more vociferous and forceful members may tend to intimidate those who are less aggressive, thus consuming an inordinate amount of the group's work time. This can result in the loss of valuable ideas. The use of individual processes at strategic points to generate ideas enriches and increases the input to the process. The group processes discussed here are among those that can be used effectively in curriculum work.

The Nominal Group Process

One process that is effective in eliciting a range of ideas about a subject is the Nominal Group Process. In the first step of this approach to generating ideas, each participant responds to a question or problem by producing a list of items. After participants have prepared their individual lists, they are asked to prioritize the items, ranking the most important item first.

After prioritization has been completed, each participant presents, in turn, his or her most highly ranked item. When an item is presented by someone it is crossed off the lists of those who identified the same idea. As each idea is presented, the administrator seeks clarification and revision from the group. The revised version is written on poster paper or newsprint, producing one hard copy of all items. The process continues until all items have been presented.

Obtaining the finalized list of ideas can be achieved by a tally of yes and no votes on each item. Copies of the list are distributed to participants so that additional revision and editing can be done. The original list on the poster or newsprint is posted along with other such lists in the room where the group works. This provides a review and quick reference for the participants as to what has already been achieved as they make progress toward their objectives.

The administrator's role in planning for a nominal group approach is to identify the areas in which ideas are to be generated, and design tasks to elicit the desired results. Several examples of responses for each task will help start participants on the right track. Once the process has begun, the administrator monitors, guides, and responds to questions.

Timely guidance in the development stage can save hours of revision and editing later.

Brainstorming

Brainstorming is a process that has the potential of generating unique and creative ideas. If the process is to produce quality results, however, the rules must be strictly observed. The rules are simple, but adhering to them is not easily accomplished. Each participant presents one or more ideas. No participant is to express a value judgment verbally or any other way on another's contribution. The object is to generate as many ideas as possible regardless of their practicality, to be re-worked into viable alternatives later.

The administrator's role in guiding the brainstorming is to assure that each participant has the opportunity to contribute equally, to help participants expand their thinking beyond the constraints they perceive, and to strictly enforce the rule of non-judgment. Beyond the guidance of the process itself, the administrator plans and provides the methods and mechanisms by which the input is to be preserved. Electronic recording, recording by clerical staff, and administrator recording are some possibilities.

Roundtable Discussion

The roundtable discussion is an effective process for participants to share ideas and viewpoints, to generate alternatives for solving a problem, to predict possible outcomes of alternatives, and to arrive at consensus about a solution. In this group process participants volunteer information, opinions, and solutions and discuss them.

The quality of results will depend, in part, on the leadership within the group. The leader is responsible for keeping the discussion on the topic and for eliciting input in an organized fashion. A recorder-reporter provides a hard copy of the progress of the group and reports the group's proceedings to the other groups at the conclusion of the work session.

The administrator's role in the roundtable discussion is to arrange the environment for small group interaction, communicate the responsibility of the various roles in the group, and provide guidance and help to the leaders as they work. At the conclusion of the small-group work, the administrator directs the sharing of results and guides the question-and-answer sessions among groups.

Debate

The debate process can play an important role in helping participants consider an issue from different perspectives. In the process two debate teams take opposing stands on a subject and present arguments to support their positions. A moderator

and a time-keeper control the proceedings and the audience listens critically and then votes for the strongest argument.

The debate can be helpful in sorting out the attributes and problems of various curriculum models. In a debate one team might argue for the adoption of a developmental curriculum model while the opposing team argues against it. Participants are assigned to teams without regard for their individual predispositions on the issue. This approach helps participants make objective judgments on the basis of the arguments presented.

The administrator's role in the debate is to research the topic, provide participants with adequate and pertinent information well in advance of the debate, oversee the organization of teams and the selection of team leaders, arrange the physical environment so teams and audience can see and hear, communicate the rules of the debate, and train the moderator and time-keeper so each participant and each team have equal time to present, question, rebut, and summarize. The administrator may choose to modify the debate rules to suit the situation.

The value of the debate lies in the process. The debate forces participants to delve into all aspects of an issue and requires the audience to listen and consider all arguments, some of which may not have come to their attention previously.

Cooperative Structures

Some cooperative learning structures can be used effectively to generate ideas, share information, and formalize belief statements, goals, objectives, and unit plans with some minor modifications. The use of a variety of these structures also adds interest to group participation.

The following structures are some ways of organizing social interaction for cooperative learning (Kagan, 1989), and are presented here as being useful structures for curriculum work.

1. Roundrobin is a structure in which each participant, in turn, shares an idea, opinion, or fact with teammates. This structure is useful to generate ideas and alternative solutions to a problem.
2. In the Three-Step Interview pairs of partcipants interview each other and then report the information learned to the entire group. A variety of beliefs, ideas, and alternative solutions can be identified in this way.
3. The Think-Pair-Share is a structure in which pairs of participants generate ideas, solve problems and subsequently report their conclusions to the entire group.
4. Team Word-Webbing is a structure in which participants simultaneously draw charts showing the main concepts, supporting elements, and the connections among the

various parts. This process is valuable in determining how various elements and concepts of the curriculum relate to each other.

5. In Simultaneous Roundtable each participant responds to a question or problem by writing a response. This structure ensures participation by all without having the responses influenced by discussion and can be used to generate a variety of ideas.
6. In a Partner structure pairs of participants work to generate ideas or solve problems. They subsequently consult with partners from other pairs and then return to their partner to share the results.
7. In the Jigsaw structure each participant on a team becomes an expert on one topic through work with others assigned to that topic from other teams. Upon returning to the original teams each member teaches the topic in which he or she became an expert. This process can expedite the review of literature.

Throughout the curriculum development process it is important to build in time for individual thinking prior to group interaction. This gives participants the opportunity to organize their thoughts before discussion occurs.

THE ROLE OF CURRICULUM THEORY

A theory can be defined theory as a "set of related statements explaining some series of events," and theory building as "a process of defining, classifying, and describing phenomena" (Jewett and Bain, 1985). The school curriculum is "what should constitute a world of learning and how to go about making this world" (Jewett and Bain, 1985).

Establishing a rationale for curriculum theory, curriculum theorizing, conceptual frameworks, and curriculum models through individual and group processes in the initial stage of curriculum development sets the stage for subsequent curriculum work. It also helps participants acquire a feeling that their work will be well-grounded, worthwhile, and justifiable.

The administrator's role in the theoretical orientation to curriculum work is to:

1. Design and introduce questions and topics that will elicit interaction among group members about the role of theory in curriculum development.
2. Identify the individual and group processes that will be implemented and design the physical environment to facilitate those processes.
3. Monitor the processes, provide guidance to groups and individuals, and help participants clarify their thinking.
4. Help participants summarize and formalize their work and provide input that may have been omitted during the course of discussions.

Several basic points should emerge from discussions concerning the value of curriculum theory. Curriculum theory provides a set of guidelines for decision making about learning experiences and the learning environment. It provides guidance in the determining the structure, the sequence, and the scope of the content, and helps in making decisions about instructional strategies, assessment, and evaluation.

The curriculum document provides a reference for decision making about activities and methods of instruction. It provides justification for the program and communicates the program to community, parents, and school personnel.

Identifying the elements of the curriculum document is the task that evolves naturally out of discussions about curriculum theory. The nominal group process can be effective in identifying elements that staff members believe to be necessary to guide teaching staff and communicate the program.

These are some items that might appear on a list of elements to be included in a curriculum document:

1. State laws and state goals
2. Philosophy statement
3. Program goals
4. Behavioral objectives
5. Concepts
6. Instructional activities
7. Skill progressions
8. Instructional strategies
9. Plan for assessment of student performance
10. Plan for program evaluation
11. Scope and sequence chart
12. Yearly plans
13. Unit plans
14. References and resources.

To determine how the elements relate to each other, a process using the structure of Team Word-Webbing can be used. Participants can work individually or in small groups to produce charts showing the relationship of the curriculum elements. The finished products are presented to the entire committee. If an important element has been omitted the omission should come to light during the process.

DEVELOPING THE MASTER PLAN

After the elements of the document have been identified, the next 20 to 30 hours of curriculum work are best spent in developing a master plan for the project. The purpose of the master plan is to produce a scheme that will guide the ensuing curriculum work to completion. The finished plan contains a statement of beliefs, a set of program goals, and one or more curriculum models. The belief statements communicate the philosophy and provide a reference point from which will emanate the remainder of the curriculum work. The program

goals and curriculum model provide the guidelines and framework for gathering, modifying, generating, selecting, and organizing behavioral objectives and for designing unit and daily plans.

At this point in the process the decision about who will prepare drafts, write revisions, and edit the document should be made. One or two committee members or the administrator might serve in this capacity. The development of the master plan is a repetitious process of generating ideas, followed by drafting, clarifying, editing, disseminating, reviewing, revising, editing, and publishing the copy.

Beliefs and Assumptions of the Content Area

To create a mental set and establish a commonality of purpose for the work to follow, a review of the foundations of the content area is useful. An activity in which participants scrutinize an extensive list of beliefs and assumptions of the content area and determine which are most important stimulates thinking. The administrator can produce such a list of assumptions from the literature pertaining to the various curriculum models. A statement of accepted assumptions is derived by totaling positive and negative responses to each item.

Describing the Future World

Educators must be concerned with what knowledge, skills, attitudes, and behaviors individuals will need to be productive and successful members of the world community 15 or 20 years hence. By examining current trends, participants can begin to create a picture of the future world. A Jigsaw structure is one way in which information can be reviewed and shared in a relatively short period of time. On the basis of their study, participants describe the social, economic, and physical state of the world in a given year, such as the year 2010, using the nominal group process or roundtable discussions.

To use time and man hours most efficiently and to maintain a high level of interest, small groups can be organized, each addressing a different aspect of the description. The results are shared with the entire committee upon completion. Based on the finalized description of the future world, participants work to define the role of the nation, the community, the individual, education, and the subject area in the year 2010, and identify the knowledge, skills, attitudes, and behaviors people will need to be productive and successful. Thinking to the future helps participants design a curriculum document that is dynamic and relevant.

Reviewing Laws, Regulations, National Goals, State Goals, and Institutional Goals

It is the administrator's responsibility to obtain copies of the laws, rules, and regulations that govern and pertain to

the subject area and disseminate them. As a result of studying and discussing the implications of the law, participants gain an understanding of the minimal acceptable standards for the program.

Examining national, state, and institutional goals helps participants reaffirm and reassess the contribution of the subject area to the whole education of the individual. Group processes used to identify how a program can help fulfill each of the national, state, and institutional goals, help raise the awareness of participants to the potential of the subject area curriculum, and generate a list of its contributions.

Describing the Product

Participants must arrive at consensus as to what kind of skills, knowledge, attitudes, values, behaviors, and practices the individual who has completed instruction in the curriculum area will demonstrate. By means of the nominal group process or roundtable discussions an extensive list of attributes of the end product can be generated.

Belief Statements

Belief statements about content, cultural values, characteristics of learners, the nature of learning, teaching methods, attributes of teachers, evaluation, physical environment, and school-related programs will form the philosophy upon which the curriculum will be built. The most efficient way to achieve the formulation of belief statements is to use a small-group organization, assigning a different area of beliefs to each group. Through the nominal group process each group generates a list of specific beliefs in the area assigned. The lists are distributed to committee members for additions, deletions, and revisions. Any beliefs about which there is a conflict are brought before the entire committee for discussion and consensus. The final edition is distributed to all subject area staff for additions and revisions.

Program Goals

Program goals describe what the program will do and how it will be accomplished. Following an examination of goals from a variety of other programs, participants can select and revise goals they consider to be important and consistent with their stated philosophy. Through brainstorming, roundtable discussions, or the nominal group process a set of original program goals can be generated. All goals set forth then undergo a final review process in which deletions, additions, and modifications are made. Next, participants group goals together that are logically related and formulate statements about each of those groupings. The aggregate of edited statements comprise the program goals.

Designing the Curriculum Model

The administrator prepares for the critical activity of designing the curriculum model by researching the literature, and selecting and reproducing for dissemination copies of curriculum models that are appropriate to the subject area. Participants then study the models for possible adoption. The debate is a very effective process to bring to light the advantages and disadvantages of each model. Each participant is assigned to present arguments for or against the adoption of a particular model, forming teams for a formal or modified debate.

Oftentimes curriculum development projects must operate under very stringent time constraints. A less time-consuming substitute for the debate is a task in which the advantages and disadvantages of an issue such as the adoption of a particular curriculum model are listed, discussed, weighed, and judged as being appropriate or inappropriate according to a set of criteria. In this instance, the belief statements formulated early in the curriculum development process serve as the criteria.

After all models have been debated, and advantages and disadvantages weighed, small groups set about the task of designing a model that reflects the program goals and is consistent with the philosophy statement. At the end of the work session models are presented. Similarities and differences among the models are identified. If major differences exist, they are discussed and resolved. The committee works toward consensus on one model.

Review and Revision

The final step in developing the master plan is to publish and disseminate it to each member of the subject area staff for review and revision. Staff members are asked to add, delete, modify, comment, sign, and return the plan. Major areas of contention are brought before the entire staff for resolution and consensus. The master plan, then, provides direction for the remainder of curriculum development.

DEVELOPING OBJECTIVES

The curriculum model provides organizing centers in the form of concepts or areas of content around which objectives can be clustered. The administrator now plans to amass a fund of objectives from which participants can select those which will achieve program goals. Objectives can be obtained from at least three sources: the current curriculum, curriculum documents of other institutions, and the staff.

Objectives, to be useful, are ones in which the behaviors described are observable, measureable, attainable, and challenging, and are ones that accomodate for individual

differences. Each objective should include:

1. The target group.
2. An action verb.
3. The conditions under which the action is to be performed.
4. The quality of performance.

To increase the probability that all objectives designed will be of similar quality, some staff development must occur. A workshop focusing on the writing of behavioral objectives would be productive at this juncture. Such a workshop would establish the rationale for the purpose and structure of behavioral objectives, provide examples, demonstrate how objectives are written, and give guidance to staff in writing objectives. Independent writing of unit objectives follows the workshop, thus formalizing objectives for units currently taught and providing a picture of the present curriculum. The unit objectives form one set of objectives from which staff members will select.

Early in the curriculum development process the administrator begins gathering curriculum documents from other institutions. From these documents objectives that are consistent with the program goals and the philosophy are modified or re-worked. The third set of behavioral objectives is generated by staff in areas where no objectives from the first two sources exist.

In small groups, committee members select, organize,and sequence the objectives in each concept area. Participants continue to complete the master plan by identifying activities and instructional strategies that will help students achieve each objective. In ensuing work, related subject areas, concepts shared with other subject areas, and resources for activities are also identified.

IMPLEMENTATION

Implementation of the curriculum converts the theory into practice. The philosophy has already been translated into operational terms in the formalized goal statements and behavioral objectives. The implementation is concerned with accomplishing the program goals and helping students achieve the objectives.

After the objectives have been selected, organized, and sequenced, and activities have been assigned to each objective, work begins on developing units of instruction. In roundtable discussions or through the nominal group process, participants identify what the units of instruction will be, based on the logical grouping of objectives and activities.

Staff members decide upon the elements of a unit plan, design a format, and begin writing the plans. The writing can be done most expeditiously by individuals or pairs of staff members.

As the instruction is delivered according to unit and daily plans, the assessment procedures in the plans are put into operation. The data generated will provide the basis for decision making about curriculum revisions. From this point on, the implemented curriculum enters into a continuous cycle of assessment, evaluation, and revision.

The administrator's role is to monitor, guide, and facilitate the assessment procedures, and help staff to organize themselves into evaluation teams. The administrator assists the teams in interpreting the data and in making recommendations for revision.

SUMMARY

The administrator's role throughout the development of a curriculum is to plan, organize, implement, direct, regulate, coordinate, monitor, and facilitate the process, as well as give participants continual encouragement and feedback about their progress. The administrator nurtures the process by gathering, selecting, organizing, and disseminating pertinent information. He or she helps participants to clarify, condense, revise, edit, and achieve consensus. Planning and facilitating individual and group processes that will garner the greatest and most diverse input from participants, and process that input to produce a dynamic curriculum document is crucial. After the document has been completed, the administrator facilitates the ongoing implementation, assessment, evaluation, and revision.

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